DOCUMENT RESUME

ED 085 384 SP 007 566

TITLE	Communications.
INSTITUTION	Kutztown State Coll., Pa.
PUB DATE	Nov 73
NOTE	26p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Communication Skills; *Degree Requirements; Educational Innovation; Interdisciplinary Approach; Language; Literature; Speech; *Teacher Education; Teaching Experience; Writing
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

The Department of English and the Department of Speech and Theatre at Kutztown (Pa.) State College, with the assistance of the Dean of Teacher Education and the Director of Placement, have developed a new program for the preparation of teachers in the disciplines of English, speech and theatre. The project was begun locally to provide graduates with the best possible chance in an employment market that is not only shrinking but also requiring a different kind of teacher--one more broadly skilled than institutions have produced in the past. The new program in communications represents an effort to produce graduates not only trained in literature and speech but with genuine class experience in other media, skill in teaching reading and writing, and more than token abilities to handle the extracurricula activities so often required of teachers in these areas. Instead of the earlier 36 credits in English or Speech and Theatre, 60 credits are now required, with approximately one-third allotted to each of the three areas of language, writing, and literature and speech/theatre. The student is given considerable choice within these areas and is not forced to go beyond the 128 credits needed for graduation. (Author/JA)

FILMED FROM BEST AVAILABLE COPY

ED 065384

SP 007 566

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

KUTZTOWN STATE COLLEGE
Kutztown, PA 19530

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Communications

Institution (complete name): Kutztown State College

President: Dr. Lawrence M. Stratton

Campus Public Information Officer: Mr. Reno Unger

Faculty Member Responsible for Program: Dr. Henry M. Ryan

Title of the Faculty Member: Dean of Teacher Education

Signature: Lawrence M. Stratton

Title: President, Kutztown State College Date: 11/19/73

SUMMARY

The Departments of English and Speech-Theatre at Kutztown (Pa.) State College with the assistance of the Dean of Teacher Education and the Director of Placement have developed a new and stronger program for the preparation of teachers in the former areas of English and Speech-Theatre. This project, first recommended by the Pennsylvania Department of Education and supported by a survey of public school administrators in Kutztown's service area, was begun locally so as to provide our graduates the best possible chance in an employment market that was not only shrinking but also, according to the survey, requiring a different kind of teacher—one more broadly skilled than we and others had heretofore produced.

Our program in Communications, we and state authorities believe, represents a successful effort to produce graduates not only in literature and speech but with real in-and-out-of class experience in the other media, skill in teaching reading and writing, and more than token abilities to handle the extra-curricula activities so often required of teachers in our area. Instead of the earlier 36 credits in English or Speech-Theatre, we now require 60 credits, with approximately one-third each of the areas of language and writing, literature, and speech-theatre, all this while allowing the student considerable choice within these areas and without forcing him to go beyond the 128 credits needed for graduation at this college.

We feel that our program, which has been the model for many others in recent months, is producing graduates who are better prepared, more knowledgeable and (pragmatically) more readily employable.

ED 085384

THE COMMUNICATIONS PROGRAM

at

Kutztown State College
Kutztown, Pennsylvania

photo by Robert E. Reinecke

CONTENTS

SUMMARY

DEVELOPMENT OF THE PROGRAM

FIRST REVISION OF THE PROGRAM

SPEECH AND THEATRE COMPONENT

THE LANGUAGE AND WRITING COMPONENT

LITERATURE COMPONENT

GENERAL EDUCATION COMPONENT

THE PROFESSIONAL COMPONENT

STUDENT TEACHING AND PRACTICUM

INDICATIONS OF ACCEPTANCE

ABSTRACT

Summary

The Departments of English and Speech-Theatre at Kutztown (Pa.) State College with the assistance of the Dean of Teacher Education and the Director of Placement have developed a new and stronger program for the preparation of teachers in the former areas of English and Speech-Theatre. This project, first recommended by the Pennsylvania Department of Education and supported by a survey of public school administrators in Kutztown's service area, was begun locally so as to provide our graduates the best possible chance in an employment market that was not only shrinking but also, according to the survey, requiring a different kind of teacher--one more broadly skilled than we and others had heretofore produced.

Our program in Communications, we and state authorities believe, represents a successful effort to produce graduates not only in literature and speech but with real in-and-out-of class experience in the other media, skill in teaching reading and writing, and more than token abilities to handle the extra-curricula activities so often required of teachers in our area. Instead of the earlier 36 credits in English or Speech-Theatre, we now require 60 credits, with approximately one-third each in the areas of language and writing, literature, and speech-theatre, all this while allowing the student considerable choice within these areas and without forcing him to go beyond the 128 credits needed for graduation at this college.

We feel that our program, which has been the model for many others in recent months, is producing graduates who are better prepared, more knowledgeable and (pragmatically) more readily employable.

DEVELOPMENT OF THE PROGRAM

The advent of the Communications Program at Kutztown State College took place in January of 1970 with the dissemination by the Pennsylvania Department of Education of a pamphlet entitled *Policies, Procedures and Standards for Certification of Professional School Personnel.* The standards were designed to conform to but also to refine the *Proposed Standards for State Approval of Teacher Education* published by the National Association of State Directors of Teacher Education and Certification in 1966. These new Pennsylvania standards included a rather mysterious page 15 (See Appendix, Exhibit A) headed "Communications Arts." The opening statement on this sheet indicated that "Tasks of the Secondary Teacher of Communication Arts encompass many areas of study and practice. . ."

The announcement of this new certification area was a complete surprise to us at Kutztown and, we know, to our colleagues throughout the state. "Since when had Pennsylvania been preparing 'Communication Arts' Teachers?" "What were they?" "Would not a teacher who was trained to satisfy all of the seven standards set forth be stretched so thin as to be easily punctured on any front by a bright and aggressive secondary school student?" These and other questions occasioned a series of regional meetings of collegiate personnel in Professional Education, English, and Speech-Theatre during which faculty concern was further heightened by the information revealed that the former certification areas of English and Speech-Theatre were eventually to be "phased out" in Pennsylvania in favor of this newer and broader certification.

English Departments and Departments of Speech-Theatre throughout the state were alarmed to say the least by what someone dubbed "these gorgeous goals," and were darkly suspicious of Department of Education orientated plots to demolish them as entities, to demote academe into a training school, and to force upon the academic departments an allegiance to Professional Education at the expense of Liberal Arts. They saw themselves, almost all Liberal Arts trained people, as potentially caught between two forces--their desire to teach Literature (encouraged by Deans of Arts and Science) and the pressure by the Pennsylvania Department of Education to move their students into what they felt certain would become more "how- to-do-it" courses.

At Kutztown, under the leadership of a new and innovation oriented president, Dr. Lawrence M. Stratton, and where relationships among English, Speech-Theatre, Liberal Arts in general, and Education had historically been quite cordial, it was decided that apparent adversity might be put to sweet use if a program was designed which would hopefully:

1. benefit the Education student in the rough competition then developing for

teacher positions without penalizing Liberal Arts students,

2. preserve the autonomies of the English and Speech-Theatre Departments and yet increase the interdependency between them and with the Education Department, and
3. continue our policy of disencumbering professors in academic courses from any responsibility other than the best possible instruction in the subject.

This we recognized to be a large order. Things going for us were the interest and cooperation of all concerned, which is not to say that they were no "hassles" along the way; and three programs based on a common core were rather quickly developed. Under this plan all Communication Arts students were required to complete an interdisciplinary core of twenty-four semester hours (See Appendix, lower middle column of Exhibit B, C, and D); and individual student choices were to be made from among three areas of emphasis--Literature, Writing, or Speech--each for a additional twenty-one semester hours.

The proposal for this program moved through the College Curriculum Committee and the Faculty Senate, and the Pennsylvania Department of Education was informed in May that after June 1, 1971, Kutztown State College would cease to enroll students for certification in English or in Speech-Theatre in favor of the new Communication Arts Program. An addendum was prepared for insertion in the new catalogues soon to be distributed, and all recently admitted students were informed of the change by letter.

Working at Kutztown with good will and with great urgency so as to enhance the employability of our graduates, we failed to keep ourselves abreast of the eventual results of a second round of the earlier mentioned state-wide meetings. Much to the consternation of at least some of the program's developers, we learned in the fall of 1970 that the Pennsylvania Department of Education had revised the standards, (See Appendix, Exhibit E) renamed the program as simply "Communications," and (more distressingly) had bowed before the prima donnas who found it difficult to tolerate changes that appeared to threaten their particular specializations. The new program was now to be only an alternative to the ones in English or Speech-Theatre which, indeed, were required to be revised themselves but which were also to retained indefinitely as areas of teacher certification.

Immediately upon hearing about this, the Chairman of the English Department, feeling naturally that his majors should be able to avail themselves of every option offered by the state, moved to reinstate certification in English at Kutztown as an alternative to what would now be called Communications. This led to the most serious conflict during the development of the current program--a dispute between that gentleman and the Dean of Teacher Education who felt that Kutztown had taken a forward step in which our sister colleges would soon be forces to join us and that reinstatement of even a revised certification program in English would vitiate the new and less time honored program.

FIRST REVISION OF PROGRAM

The dispute over whether Communications should be offered in isolation or as an alternative to either English or Speech continued until eventually it was argued before the President. Proponents of the Communications Program in arguing that it should be protected from competition, laid great stress on claims made in the various Pennsylvania Department of Education meetings that this broad certification was in demand by employing superintendents. President Stratton, prior to making his decision, directed that the statements made by Pennsylvania Department of Education Officials concerning superintendents' wishes be subjected to our own survey of the public school superintendents in our service area. In order to reduce the possiblity of bias, he further directed that the survey was to be conducted by the Placement Director of the College who also in the interest of fairness submitted his polling letter (See Appendix, Exhibit F) for suggested revisions to both the Chairman of the Department of English and the Dean of Teacher Education before mailing it to superintendents.

Comments from superintendents ranged from "Right on' for the new move," through "Need more information," and all the way to "English by all means; Communication Arts could include smoke signals." The total picture of the responses, however, as outlined in the Placement Director's report to Dr. Stratton (See Appendix, Exhibit G) were so overwhelmingly in favor of what we were still calling "Communication Arts" that the President's decision was relatively easy. Kutztown would abide by its decision of the spring before, and revision to meet the

new standards was to get under way immediately.

With the key decision behind and state mandated revision ahead, the floodgates to criticism of existing programs were opened. The "areas of emphasis" demanded earlier as secure enclaves for the departments involved were now seen as being sources of lopsided professional development. People with a Speech or Literature emphasis could begin teaching, it was pointed out, with as little as six semester hours work in writing--three of these being in freshman compostition. People in the Writing or Speech emphasis could get through, if they so chose, with a little as six semester hours of literature. People in the Literature emphasis or in the Writing emphasis could have no course in Directing and could conceivably graduate without even a single course in Play Production. All apeared bad; nothing seemed valid, and conferees began to wonder how they could conceivably have acted so unwisely less than a year before.

Many adjustments were proposed and rejected in meetings throughout the early spring of 1972. "The core should be enlarged!" "The core should be reduced and the various areas of emphasis enlarged!" "Some courese such as Oral Interpretation of Literature should be allowed to do "double duty" between areas of emphasis!" "We should be more prescriptive!" "We should have more electives!"

Finally , a recommendation by the Vice President for Academis Affairs cut the Gordian knot. "Why not start from scratch?" "Why not abandon the concept of core and areas of emphasis and instead focus on a single 'three legged stool' type of structure wherein every graduate would emerge from the program equally prepared in all three fields?"

Once this possibility was pointed out, all protection of empires could be forgotten. It was quickly realized that whatever students the English Department lost in their literature classes would be made up for and perhaps more than made up for by people from Writing and Speech who under the previous program could have taken very few literature courses. Student customers lost to the Speech-Theatre Department would be at least replaced by people whose main personal interest was in literature or in writing who heretofore would have taken few Speech-Theatre courses. Another problem rather quickly solved was that of protecting the various subdisciplines (e.g. American Literature and British Literature or Speech courses and Drama courses). The answer here was electives--as many as each area involved cared to specify and limited only by the length of its individual "leg."

The only remaining problem was then one of sufficient depth in each field. Each area felt that it needed a "leg" of at least 18 semester hours which would make a total of 54 hours in the Communications major. Obviously with 60 credits required in General Education and another 29 required in Professional Education, the resulting total would be 143 semester hours of work. As only 128 semester hours of work are required for graduation in Pennsylvania State Colleges, an answer to the problem had to be found. The answer was "double duty." The General Education Area happened to contain 15 "required" credits of which six had to be in Compostion and Oral Communications. It also called for 12 semester hours each (but only generally specified) in the areas of the Humanities, the Social Sciences, and the Natural Sciences plus 9 semester hours of electives restricted only to the total area of Liberal Arts and Science. It was found that by choosing wisely, the student cound manage to satisfy all requirements by use of options in both the Humanities and the additional electives. Indeed, the solution left six additional semester hours which the planners decided could be used as electives from any one of the areas represented in the major. The results of all these deliberations (See Appendix, Exhibit H) were sent as before to the Curriculum Committee and the Faculty Senate and emerged "approved" in time to be forwarded to the Pennsylvania Department of Education as an official program change with an effective date of June 1, 1972.

Interestingly enough, the "six additional semester hours" mentioned above--the last vestige of departmental protectiveness and the only "lopsidedness" left to our "three legged stool"--seems to be going by the boards at the time of this writing. Departments involved are now agreed that students should be allowed to either combine or split these credits as they wish, and a proposal to this effect will be made shortly to the Curriculum Committee.

Insistence upon such a comprehensive program of course work as outlined above has, it is true brought assailants. "Are you not broaching the concept of general education?" "To some extent, Yes." "Is the English Department not weakening its traditional basis in Literature?" "Yes, it is." Our reasons are humanitarian--the future welfare of the student--and pragmatic--the continuance in good health of the departments involved. Our innovative

program, we maintain, is the product of an extremely democratic process and as such had to be based on compromise.

SPEECH AND THEATRE COMPONENT

In January of 1966, the Department of Speech and Theatre came into existence on the campus of Kutztown State College. Prior to that time the courses in Speech and Theatre were taught by professors of English. The new department at first consisted of only three teaching professors. Since then eight additional members have been added to the staff, and each member of the department has specialized in one or more areas of Communications. For example, the Chairman of the Department is not only an administrator but is also a specialist in Theatre History and Criticism, Dramatic Literature, and Speech Education. Other members of the staff have specialized in rhetoric and public address, play directing and acting, technical production, interpersonal communication , and speech correction. In addition to being specialists, members of the department are also generalists in that they all teach the basic course in the Fundamentals of Speech.

With the establishment of a Department of Speech and Theatre at Kutztown, came a series of programs. A student could now choose a concentration in Speech and Theatre leading to a Bachelor of Arts Degree in Humanities, or he could select a concentration in Speech and Theatre leading to a Bachelor of Science Degree in Secondary Education. The Speech and Theatre Department also began to provide an "area of academic concentration" for students majoring in Elementary Education.

To be certificated in Speech, the student of Education was required to take twenty-four semester hours of Speech and Theatre courses, twelve of which were prescribed. In this concentration the student was introduced to the various aspects of Speech including Public Address, Oral Interpretation, Voice Science, and Theatre. These requirements exceeded those proposed by the Speech Association of America (now the Speech Communication Association) who declared that teachers of Speech should not have less than eighteen semester hours in their field.

Students who specialized in Speech and Theatre were also required to participate in at least one of the following activities per year, and the same requirement is made in the new Communications major:

Acting (Drama Club or Alpha Psi Omega)
Debate (Debate Club)
Directing (Drama Club or Alpha Psi Omega)
Oral Reading (Readers' Theatre)
Technical Work (Drama Club or Alpha Psi Omega)

The Department has available to it the main Auditorium seating over 800 people and a Little Theatre, located in the basement of the Auditorium, which can accommodate over 200 people. Three major productions are presented each year on the stages of these facilities. In recent years the scenery shop has been enlarged, and numerous electrical tools have been acquired. Student directed productions, many of which have been written by the students themselves, are presented frequently in the little theatre. Great good use is also made of the excellent closed circuit television facilities developed at Kutztown State College in recent years by Dr. Robert Fina, Director of Television Services.

Since its inception the Readers' Theatre Program has been one of the most active and worthwhile programs at Kutztown. Students have participated in workshops and festivals both on and off campus. Under the leadership of a competent and enthusiastic director, the various groups incorporated have received distinction both in Pennsylvania and in other states as well.

A listing of the Speech and Theatre courses available at Kutztown follows.

Fundamentals of Speech
Discussion
Voice and Diction
Phonetics
Debate and Parliamentary Procedure
Oral Interpretation I
Normal Speech and Language Development
Anatomy & Physiology of the Speech and Hearing Mechanism
Speech for the Classroom Teacher
Advanced Public Speaking
Oral Interpretation II
Studies in Oral Interpretation
The Dynamics of Discussion
History of Public Address
The Rhetoric of Literature

Introduction to Theatre
Creative Dramatics
Fundamentals of Acting
Play Production
Directing
Theatre and Television Lighting

History of the Theatre
Dramatic Theory and Criticism
Advanced Direction
Fundamentals of Television Reduction

THE LANGUAGE AND WRITING COMPONENT

While the Department of English is probably the oldest on campus, the transition of the Pennsylvania State College System from state teachers colleges to multi purpose institutions which began in 1960 and the addition of a graduate division which followed shortly thereafter has occasioned in recent years a great increase in staff and offerings. At the present time the efforts of nine of its staff members are devoted to teaching courses in the Language-Writing Area.

Extracurricular activities related to the students' work in Language and Writing are utilized rather fully to provide valuable experience for our prospective teachers. The Poetry Workshop; *Essence*, the Campus Literary Magazine; *The Keystone*, the student newspaper; and Kappa Delta Pi, the Honorary Education Fraternity which offers tutoring services and helps with the recently initiated writing clinic; are financed by the Student Government Organization and advised by members of the Department of English.

Student writers regularly have the opportunity to meet with and have their work assessed by practicing poets, novelists, and dramatists, including some of our own recent graduates. Generally we have favored younger writers who have been willing to spend an afternoon reviewing with our students some of their work, devote an evening to a lecture or reading, and meet the following morning with one or two of our classes in the subject area. The approach is low keyed—the intent being to help the student to judge his own writing and that of others. Those members of the department who are themselves writers of poetry, fiction, biography or drama also participate in these programs. A list of the courses available in the Language and Writing area follows.

English Composition I
English Composition II
Scientific Writing
Journalism I
Journalism II
English Linguistics
Advanced Composition
History of the English Language
Creative Writing: Short Fiction
Creative Writing: Poetry
Creative Writing: Drama
The Computer and Natural Language

LITERATURE COMPONENT

The Literature subdivision of the Department of English consists of eighteen full or part time staff members—the vast majority of them being full time. Areas of expertise are rather nicely balanced among the subdisciplines of World Literature, British Literature, and American Literature. Any course offered in Literature at Kutztown (as indeed is also true in Language and Writing and in Speech and Theatre) is open to any student of the college provided he can satisfy prerequisites when there are such. As better then fifty percent of recent freshmen classes have been choosing to major in Liberal Arts rather than in Education, our Education majors are forced to compete with other students having a wide diversity of both backgrounds and goals.

While it is our distinct feeling that "Shakespeare has to be Shakespeare" and not as he may be related to hypothetical high school situations, nothing prevents an education major from having the teacher related experience of presenting oral reports to the class on assigned aspects of Literature or from conducting student discussions of issues raised. On the other hand, all discussion of teaching methodology is reserved for specific courses added to the professional curriculum to integrate the work of the two departments, English and Education, or to such courses as Audio-Visual Education and the Teaching of Reading in the Secondary School which are taught exclusively by the Education Department.

The related extracurricular activities cited earlier are also employed to enhance our literary offerings and are supplemented by annual theatre trips to the Stratfords in Connecticut, Canada, and England as well as by theatre excursions to New York and Philadelphia, both easy drives from Kutztown. A list of the Literature courses regularly offered at Kutztown follows.

Introduction to Literature
World Literature I
World Literature II
American Literature I
American Literature II
British Literature I

British Literature II
Black American Literature I
Black American Literature II
Development of the Novel
Development of the Drama
Short Story
The Literature of Africa (South of the Sahara)
Early and Medieval Literature
The Renaissance in England
Shakespeare
Elizabethan and Jacobean Drama
Seventeenth Century Literature
Eighteenth Century Literature I
Eighteenth Century Literature II
Shakespeare on the Stage
The Rhetoric of Literature*
The Romantic Movement
19th Century Studies: Poetry (1840-1890)
19th Century Studies: Prose (1840-1890)
The Times of Melville and Whitman
Contemporary British and Irish Literature
Modern Drama
Modern Poetry
Modern Novel
Symbol and Theme in 20th Century American Literature
Literary Criticism

*This course is an example of the excellent interdepartmental cooperation that has developed as a result of the Communications evolution. It was developed as an interdisciplinary course and is taught by a member of the Speech Department who is a specialist in the persuasive effects of fiction and a Literature Specialist from the English Department. The course is now listed jointly as Speech 335 and English 335. It is proving to be a popular course, and it recently received nationwide publicity in a major journal—*The Speech Teacher*.

GENERAL EDUCATION COMPONENT

As was mentioned earlier, all students in the Communications program are required to complete 60 semester hours of course work in General Education.

Basic competencies are assured by 15 hours of required courses in Composition, Oral Communications, American History, General Psychology, Physical Education (two semesters), and Health. Students are guided into specific courses in these areas in accordance with their demonstrated levels of competence upon entry into Kutztown State College.

To fulfill a requirement 12 semester hours in the Humanities, students may apply courses in their Speech-Theatre, Language-Writing, and Literature specialization. They may also apply courses in Foreign Language, Philosophy, Art, and Music—the latter two areas being restricted to courses in history and appreciation.

Twelve semester hours required in the Social Sciences must be distributed among the disciplines of History, Political Science, Sociology, Anthropology, Psychology, Geography, and Economics.

In 12 semester hours of Natural Science and Mathematics there must be at least one course in Mathematics, at least one laboratory course in Biological Science and one laboratory course in Physical Science, plus an additional course in either Science or Mathematics.

The 60-hour total is achieved by three additional electives from the entire range of the Humanities, Social Sciences, Natural Sciences, and Mathematics.

A comprehensive background in General Education is assured not only by categorical distribution in Humanities, Social Sciences, Natural Sciences, and Mathematics but also by a requirement that no more than two courses in one discipline may be elected.

In summary, the Communications major is afforded a considerable measure of election of courses in General Education, while at the same time being guaranteed a broad exposure to the scientific and cultural heritage in higher education.

THE PROFESSIONAL COMPONENT

In the Professional Sequence a total of 15 semester hours is entailed in a program designed to culminate in a full-semester of student teaching (14 semester hours).

In *Professional Orientation* the student is given an introduction to the historical and sociological foundations of organized education, an introduction to the professional aspects of teaching, and an introduction to the legal and administrative organization of schools. Having studied General Psychology as a pre-requisite, the student is acquainted with the psychological foundations of teaching and learning in Educational Psychology. Competence in the use of educational media in

teaching is the basic objective of a course entitled *Audio-Visual Education. Problems of Secondary Education* brings the student into thoughtful contact with some of the crucial issues in American education, particularly as they relate to secondary education. *Teaching Reading in Secondary Schools* is devoted to the development of understanding and competence in the teacher's use of reading and study skills in high school.

A corps of teachers is responsible for instruction in *Methods of Teaching Secondary School Subjects*. One instructor, with extensive experience in all levels of public education, organizes a realistic approach to the general aspects of teaching, e.g. planning, discipline, evaluation, instructional strategy, etc. A specialist in the teaching of Communications is responsible for a major portion of the training in methodology for teaching Communications. A variety of field experiences is provided as an integral feature of the methods instruction. A carefully organized program permits students to observe classes in 22 high schools and middle schools in the area surrounding the college. Student teachers meet with methods students to discuss their experiences. Methods students are encouraged and assisted in acquiring a full-day experience with an in-service Communications teacher in a secondary school. Micro-teaching, simulation, and video-taping are employed to evaluate and strengthen teaching techniques.

STUDENT TEACHING AND PRACTICUM

As mentioned above, a full-semester of student teaching occupies the student's seventh or eighth semester. One-half semester is experienced in a middle or junior high school and one-half in a senior high school. Cooperating teachers are carefully selected by the college in concert with secondary school administrators. Through an annual coopeçating teachers conference, through continuing cooperation between schools and college, and through regular personal conferences with college supervisors, cooperating teachers are led to recognize their vital partnership with the college and their contribution to teacher-training.

Supervision of student teachers in Communications is provided by a team consisting of two college professors—one from the English department and one from the Speech department—both with substantial backgrounds in public-school teaching as well as college teaching in their academic disciplines. Coordination of the entire student teaching program is achieved through close cooperation of the chairmen of the Departments of English and Speech and Theatre, the Director of Secondary Education and the Director of Student Teaching.

A weekly two-hour Practicum is an integral part of the student teaching semester. Generally at the college, but sometimes in a cooperating secondary school, student teachers meet with their supervisors to analyze and discuss their on-the-job experiences, to explore new ideas or locate additional resources, and generally to consolidate their experiences in the field. These clinical seminars are a valuable supplement to the regular visits of the supervisor with student teachers and their cooperating teachers in the secondary schools.

INDICATIONS OF ACCEPTANCE

The program met with immediate and enthusiastic acceptance by the student body as evidenced by the fact that twenty-six students who were majoring in either English or Speech and Theatre transferred to Communications almost immediately. This occurred despite the fact that for many of them, the additional requirements of the program delayed their graduation and imposed additional course requirements. Reports from student teaching supervisors and cooperating teachers, indicate increased competence and confidence.

Dr. Harold Wisor, Director of Academic Services in the Pennsylvania Department of Education at the time the program was approved, claimed that it would produce "the most saleable teacher" in Pennsylvania. While the current teacher surplus precludes our making any claims of full employment on the part of the few who have thus far completed the program, it can be said that their percentage of employment is at least equal to that of our other teacher education graduates. When one considers that there has been no shortage of teachers of English and Speech for years, a rate of employment equaling that of such fields as Mathematics, Biology, Chemistry, Physics, and Special Education is perhaps noteworthy in itself.

It should also be noted, perhaps, that during the eighteen months that have passed since the development of this pioneer program twenty-five other Pennsylvania institutions of higher education

(See Appendix, Exhibit I final indented paragraph) have also developed programs in Communications—many of them having leaned heavily on Kutztown's program as a model.

Abstract

This Teacher Certification Program, entitled "Communications," was the first response to a request by the Pennsylvania Department of Education that teacher preparation institutions develop programs designed to:

1. correct the imbalance caused in the typical English certification programs by the traditional major emphasis on literature to the neglect of such other essential areas as speech, language and composition and
2. accommodate to the needs of the secondary schools who were making major changes in their English curricula and offering non-graded elective courses in such diverse areas as Humanities, semantics and ethnic literature as well as the traditional courses in American, English and world literature.

In addition to a Professional Education sequence of 29 s.h. and dovetailed to some extent with a General Education sequence of 60 semester hours, the program consists of a 60 semester hour specialty almost equally divided among the areas of Literature, Language and Writing, and Speech and Theatre. Required courses are few, and student election of courses and experiences within each category is strongly featured.

APPENDIX

COMMUNICATION ARTS
7–12

The tasks of the secondary teacher of communication arts encompass many areas of study and practice; however, in this context communication arts are conceived as a unified discipline. Viewed in its broadest perspective, the responsibility of the secondary communication arts teacher is to encourage student learning in the skills of effective communication.

The communication arts teacher is expected to demonstrate knowledge of the nature of communication and the capacity to communicate effectively.

The following standards pertain to college programs for the preparation of communications arts teachers:

STANDARD I	The program shall constitute study in the nature and functions of communication and of the various kinds of communication appropriate to the disciplines, namely, language, speech, literature and composition, with an emphasis in one of these areas.
STANDARD II	The program shall provide the student with a fundamental knowledge of the historical development and present character of the English language, including a working knowledge of at least two grammars.
STANDARD III	The program shall develop a reading background of major works from literature; emphasis on English and American literature; familiarity with outstanding non-English works in English translation; contemporary literature; literature appropriate for adolescents.
STANDARD IV	The program shall assure an excellence in written and oral expression and the techniques necessary to lead others to acquire a measure of this excellence.
STANDARD V	The program shall provide the prospective teacher with the basic skills of teaching reading in the content area of the discipline.
STANDARD VI	The program shall prepare the prospective teacher in the efficient and profitable use of materials in the media centers.
STANDARD VII	The program shall include experiences for the prospective teacher in such activities as journalism, dramatics, forensics, radio, television and film study and production.

Exhibit B

KUTZTOWN STATE COLLEGE

B.S. IN SECONDARY EDUCATION - COMMUNICATION ARTS (WRITING)

NAME ADDRESS Planned Graduation

GENERAL EDUCATION (60 s.h.)		PROFESSIONAL EDUCATION (29 s.h.)		SPECIALIZATION (21 s.h.)	
REQUIRED: (15 s.h.)		REQUIRED:		REQUIRED:	
Composition	3	Professional Orientation	2	I Survey Courses (6 s.h. additional	
Oral Communications	3	Educational Psychology	3	from Survey courses)	
American History	3	A-V Education	2		3
General Psychology	3	Problems of Secondary Ed.	2		3
Health	2	Meth. of Tchg. Sec. Subj.	3	II Writing Courses (Min. 12 s.h.)	
Phys. Education I	0	Tchg. Reading Sec. Schools	3	Journalism (Min. 3 s. h.)	
Phys. Education II*	1	Student Tchg. & Practicum	14	Journalism I	3
HUMANITIES: (12 s.h.)				Journalism II	3
Lit., For. Lang., Phil.	3	THE COMMUNICATION CORE (24 s.h.)			
	3	REQUIRED OF ALL		Communications (Min. 3 s.h.)	
Art, Music, Pub. Address		Oral Interp. of Lit. I	3	Fund. of TV Production	3
or Theatre		Intro. to Eng. Ling.	3	Scientific Writing**	3
	3	Intro to Theatre or		The Computer & Nat. Language	3
Elective in any above		Play Production	3		
	3	Advanced Composition	3	Creative Writing (Min. 3 s.h.)	
SOCIAL STUDIES (12 s.h.)		Debate & Parli. Pro. or		Creative Writing (Fiction)	
Hist., Pol. Sci		Advanced Pub. Speaking	3		3
	3	History of the Eng. Lang.	3	Creative Writing (Poetry)	
Soc., Anthro., or Psy.		6 s. h. from below as indicated			3
	3	World Lit. I or II	3	Creative Writing (Drama	
Geog. or Economics		American Lit. I or II	3		3
	3	Am. Negro Lit. I or II**	3		
Elective in any above		Brit. Lit. I or II	3	III Elective Courses (any English	
	3				
NATURAL SCI. & MATH (12 s.h.)		DATE			
Mathematics		Rep.			
	3	New			
Bio. Science		Att.			
	3	QP's			
Phy. Science		Pass			
	3	Tot.			
Elective in any above					
	3				
GENERAL EDUCATION ELECTIVES					
	3				
	3				
	3				

*Two semesters of Phy. Ed. are required before credit is granted.

**Not yet in catalogue when program submitted for approval

Exhibit C

KUTZTOWN STATE COLLEGE

B.S. IN SECONDARY EDUCATION - COMMUNICATION ARTS (SPEECH)

NAME ADDRESS Planned Graduation

GENERAL EDUCATION (60 s.h.)		PROFESSIONAL EDUCATION (29 s.h.)		SPECIALIZATION (21 s.h.)	
REQUIRED: (15 s.h.)		REQUIRED:		REQUIRED:	
Composition	3	Professional Orientation	2	I Required:	
Oral Communications	3	Educational Psychology	3	Voice & Diction	3
American History	3	A-V Education	2		
General Psychology	3	Problems of Secondary Ed.	2		
Health	2	Meth. of Tchg. Sec. Subs.	3	II Speech Science (Min. 3 s.h.)	
Phys. Education I	0	Tchg. Reading Sec. Schools	3	Phonetics	3
Phys. Education II	1	Student Tchg. & Practicum	14	Speech & Lang. Development	3
HUMANITIES (12 s.h.)				Survey of Speech Problems	3
Lit. For. Lang., Phil.		THE COMMUNICATION CORE (24 s.h.)			
	3	REQUIRED OF ALL		III Public Add. & Interpretation - (Min. 3 s.h.)	
	3	Oral Interp. of Lit. I	3		
Art, Music, Pub. Address		Intro. to Eng. Ling.	3	Discussion	3
or Theatre		Intro to Theatre or		Debate & Parli. Proc.	3
	3	Play Production	3	Advanced Public Speaking	3
Electives in any above		Advanced Composition	3	Oral Interp. of Lit. II	3
	3	Debate & Parli. Pro. or		The Dynamics of Dis.**	3
SOCIAL SCIENCES (12 s.h.)		Advanced Public Speaking	3	Studies in Oral Interp.**	3
Hist., Pol. Sci		History of the Eng. Lang.	3	History of Pub. Address (A)	3
	3	6 s. h. from below as indicated		History of Pub. Address (B)	3
Soc., Anthro., or Psy.		World Lit. I or II	3	The Rhetoric of Lit.	3
	3	American Lit. I or II	3		
Geog. or Economics		Brit. Lit. I or II	3	IV Theatre	
	3	Am. Negro Lit. I or II**	3	Introduction to Theatre	3
Elective in any above				Creative Dramatics	3
	3			Fund. of Acting (A)	3
NATURAL SCIENCE & MATH				Fund. of Acting (B)	3
Mathematics				Play Production	3
	3			Stage Direction	3
Bio. Science				Theatre & TV Lighting	3
	3			Dramatic Theory & Criticism**	3
Phy. Science				Advanced Direction**	3
	3			Fund. of TV Production**	3
Elective in any above					
	3				
GENERAL EDUCATION ELECTIVES					
	3				
	3				
	3				

DATE	Rep.	New	Att.	QP's	Pass	Totl.

*Two semesters of Phy. Ed. are required before credit is granted

**Not yet in catalogue when program submitted for approval

Exhibit D

KUTZTOWN STATE COLLEGE

B.S. IN SECONDARY EDUCATION - COMMUNICATION ARTS (LITERATURE)

NAME ADDRESS Planned Graduation

GENERAL EDUCATION (60 s.h.)		PROFESSIONAL EDUCATION (29 s.h.)		SPECIALIZATION (21 s. h.)	
REQUIRED: (15 s.h.)		REQUIRED:		REQUIRED:	
Composition	3	Professional Orientation	2	I Survey Courses (6 s. h. additional from survey courses)	
Oral Communications	3	Educational Psychology	3		3
American History	3	A-V Education	2		3
General Psychology	3	Problems of Secondary Ed.	2		
Health	2	Meth. of Tchg. Sec. Subj.	3	II Genre Courses (Min 3 s. h.)	
Phys. Education I	0	Tchg. Reading Sec. Schools	3	Develop. of the Novel	3
Phys. Education II	1	Student Tchg. & Practicum	14	Develop of the Drama	3
HUMANITIES (12 s. h.)		THE COMMUNICATION CORE (24 s.h.) REQUIRED OF ALL		Short Story	3
Lit., For. Lang., Phil.				Trad. Lit. in Africa**	3
	3	Oral Interp. of Lit. I	3	Contp. African Lit.**	3
	3	Intro. to Eng. Ling.	3	Modern Drama	3
Art, Music, Pub. Address		Intro. to Theatre or		Modern Poetry	3
or Theatre		Play Production	3	Modern Novel	3
	3	Advanced Composition	3	Literary Criticism	3
Electives		Debate & Parli. Pro or		The Rhetoric of Lit.**	3
	3	Advanced Public Speaking	3	III Period & Author Courses	
SOCIAL SCIENCES: (12 s.h.)		History of the Eng. Lang.	3	(Min. 9 s. h.--3 s.h. pre 1800)	
Hist., Pol. Sci.		6 s.h. from below as indicated		Early & Medieval Lit.	3
	3	World Lit. I or II	3	The Renaissance in Eng.	3
Soc., Anthro., or Psy		American Lit. I or II	3	Shakespeare	3
	3	Brit. Lit. I or II	3	Elizabethan & Jacobean Drama	3
Geog., or Economics		Am. Negro Lit. I or II**	3	17th Century Lit.	3
	3			18th Cen. Poet. & Drama	3
Elective in any above				18th Cen. Prose & Novel	3
	3			Shakespeare on the Stage	3
NATURAL SCI. & MATH				Post 1800	
Mathematics				Romantic Movement	3
	3			19th Cen. Poetry 1840-90	3
Bio. Science				19th Cen. Prose 1840-90	3
	3			The Times of Melv. & Whit.	3
Phy. Science				Contemp. Brit. & Irish Lit.	3
	3			Symbol & Theme in 20th Cen. Am.Lit.	3
Elective in Above				Seminar in Comp. Authors**	3
	3			Elective Courses (any English)	
GENERAL EDUCATION ELECTIVES					
	3				
	3				
	3				

DATE	Rep.	New	Att.	QP's	Pass	Tot.

*Two semesters of Physical Ed. are required before credit is granted

**Not yet in catalogue when program submitted for approval

COMMUNICATION
7–12

The role of the communication teacher is to help students bring meaning to their experiences and the experiences of others through the use of language and all those behaviors, verbal and nonverbal, associated with the usage of language. The teacher should be prepared to assist students in analyzing their feelings and thoughts, for self-understandingfor enhancing aesthetic experiences for achieving effective communication with others.

The communication certificate shall be awarded for fulfillment of the following standards:

STANDARD I — Demonstration of:

a. understanding of the nature and functions of the communication process.
b. understanding of the processes of language learning and the development of language and communication skills.
c. understanding of the historical development and present characteristics of the English language.
d. understanding and appreciation of representative and appropriate works from a variety of literatures.
e. ability to listen, observe and speak effectively, in informal and formal situations.
f. ability to read critically and writeeffectively for varying purposes.
g. ability to teach others to listen, observe, speak, read and write effectively for different purposes under varying circumstances.
h. ability to assist students in integrating their communication skills and concepts with varieties of aesthetic experiences.

STANDARD II — A specifically designed program of study in one or more of the following areas: linguistic science, speech, literature, writing, theatre or non-print media.

Exhibit "F"

KUTZTOWN STATE COLLEGE

KUTZTOWN, PENNSYLVANIA 19530

Placement Center

Area Code 215
683-3511 Ext. 271

December 27, 1971

SUBJECT: Certification Changes

The Pennsylvania Department of Education has made some recent modifications in the preparation of English teachers. The new certification provides that students will be given basic preparation for the "Communication Arts Certificate" which features a required core based on the fields of speech, literature, writing and theatre, with a student choosing an additional emphasis in literature, speech, linguistic science, non-print media, or writing, but still eligible to teach in traditional classes of English and/or speech. Kutztown has recently provided options with a major emphasis in literature, writing or speech, with the possibility of adding the other areas of concentration at a later date. However, "English Certification" is still available for an undefined period.

To provide us with employer opinions for such preparations, I would appreciate your conferring with your administrative staff and appropriate department chairmen to determine whether your school district would prefer the traditional "English" or the new "Communication Arts" certification as you add or replace staff for that department.

Additionally, if you have any remarks or if you have no preference for either certification, I would apprecate these comments as well. In an attempt to provide this information to the appropriate staff members at this institution, at an early date, it would be helpful if we could have your reply before January 15.

Further, if you should have any questions regarding this survey, please feel free to contact me directly.

Sincerely

George C. Burwell
Director

lb

Exhibit G

TO: Dr. Stratton

FROM: George C. Burwell, Placement Director

SUBJECT: Communication Arts - Certification Information

In response to your request of Dec. 13, 1971, I sent a copy of the attached letter to all of the public schools in Berks, Bucks, Montgomery, Lehigh, Schuylkill, and Northampton Counties, a total of 80 schools. As one might expect, the responses to such a broad-based and open-ended survey were varied and ranged from "I can't tell without more information," to ". . . endorse with enthusiasm your plan to certify teachers for the Communication Arts Certificate." It is my interpretation that there is some difference of opinion reflected according to the various positions of those people surveyed - i.e. administration, department chairmen, high school, and junior high or middle school orientation. However, as you will note, there is far more support for the Communication Arts Certificate than for any of the other categories in the following summary of responses:

Need more information	1
No preference/both certificates	4
English preference	5
Communication Arts preference	30

Some of the comments were as follows:

Communication Arts is more flexible.

We are interested in generalists.

We enthusiastically and wholeheartedly would prefer the more general and broader concept embodied in the Communication Arts Certification.

Communication Arts . . . will result in better prepared teachers.

It would seem that Communication Arts would best meet the future needs of our school (Re - mini courses)

The certificate change is long overdue.

"Right on" for the new move. At last someone is thinking of the kids. It's a breath of fresh air (Re Communication Arts).

The philosophy of the new certification augurs well for the teaching of the language arts during the decade of the '70's

I have always felt that our English teachers were too narrowly trained to do the job we expected of them.

We highly recommend the change to Communication Arts Certificate.

We are primarily interested in a core program including writing, literature, and speech. However, the supplemental areas of the theater and non-print media would add to the candidates credentials.

I am enclosing a copy of our philosophy - you can see that we prefer the new "Communication Arts" Certification.

Basically, we are fudging in answering your question . . . we like, and need, the versatility of the new "Communication Arts" Certification but still do not want our new teachers to lose the preparation for the "English" certification.

Your recent graduates (in our employ) are over-loaded with literature courses, but are slightly prepared in speech, drama, media, grammar, and especially the Arts and Sciences.

Certification categories should be phrased in broad, comprehensive terms . . . we need all the elbow room we can get (in preparing master schedules).

My response to you would be a plea to your colleagues to shift the emphasis of the traditional English teacher preparation as quickly as possible to prepare employable graduates.

Recent program changes would give preference to Communication Arts . . . our youngsters may now select from some 18 separate courses in English (Speech, drama, literature, non-print media, etc.)

Our school district endorses with enthusiasm your plan to certify teachers for the "Communication Arts" certificate. It will add more flexibility to teacher assignments especially in the middle school. In short, a step forward.

Communication Arts . . . would be more desirable than the present traditional English certificate.

The Senior High School feeling is that of it being immaterial to them . . . However, the Junior High School teachers feel that "Communication Arts" certificate should be used.

The principal is very much in favor and is attracted to the idea of preparing teachers in core areas. Our department chairman feels that this new approach concentrates on frills at the expense of the fundamentals. I advocate your new approach (Communication Arts).

English Certification has been adequate for us in the past.

I do have some reservations in reference to the proposed certification in the Communication Arts. It would seem that change in certification from English to Communication Arts would tend to move the preparation of prospective teachers father (sic) from the basic fundamentals and mechanics of the English language.

"English by all means. "Communication Arts" could include smoke signals.

As a special note, many of those surveyed indicated their sincere appreciation for an opportunity to express their preferences to us.

lb
1/21/72

Copies to: Dr. Bucci
Dr. Dreisbach
Dr. Ford
Dr. Ryan

Exhibit H

KUTZTOWN STATE COLLEGE

B.S. IN SECONDARY EDUCATION - COMMUNICATIONS

Name Address Planned Graduation

GENERAL EDUCATION (60 s.h.)			PROFESSIONAL EDUCATION (29 s.h.)			SPECIALIZATION (Min. 60 s.h.)				
REQUIRED (15 s.h.)	Cr	Gr	REQUIRED	Cr	Gr	SPEECH/THEATRE REQUIREMENT	Cr	Gr	+	-
Composition	3		Professional Orientation	2		Fundamentals of Speech	3			
Oral Communication	3		Educational Psychology	3		Oral Interpretation of Lit.	3			
American History	3		A V Education	2		Adv. Public Speaking or				
General Psychology	3		Problems of Secondary Ed.	2		Debate & Parl. Procedure	3			
Phys. Education I	0		Meth. of Tchg. Sec. Subj.	3		Introduction to Theatre or				
Phys. Education II	1		Tchg. Reading Sec. Schools	3		Play Production	3			
Health	2		Student Tchg. & Practicum	14		Elect. 1	3			
HUMANITIES (12 s.h.)						Elect. 2	3			
Lit., For. Lang., Phil.	3									
	3					LANGUAGE/WRITING REQUIREMENT				
Art, Music, Pub. Add. or Theatre	3					English Composition	3			
						History of English Language	3			
Elective in any above	3					English Linguistics	3			
SOCIAL STUDIES (12 s.h.)						Elect. 1	3			
Hist., Pol. Sci.	3					Elect. 2	3			
Soc., Anthro., or Psy.	3					Elect. 3	3			
Geog. or Economics	3					LITERATURE REQUIREMENT				
Elective in any above	3					Survey 1	3			
NATURAL SCI. & MATH (12 s.h.)						Survey 2	3			
Mathematics	3					Elect. 1	3			
Bio. Science	3					Elect. 2	3			
Phy. Science	3					Elect. 3	3			
Elective in above	3					Elect. 4	3			
GENERAL EDUCATION ELECTIVES										
	3					Minimum of 6 s.h. from any one area above:				
	3						3			
	3						3			

Date	Sem	Rep	New	Att	CP	Pass	Total

Excluding the Required courses in General Education, no more than two courses in any one discipline may be counted in General Education. Otherwise, courses in Specialization may be applied in appropriate categories in General Education.

5/72

Exhibit "I"

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

November 2, 1973

Dr. William Marsh
Chairman
Department of Speech & Theatre
Kutztown State College
Kutztown, Pa. 19530

Dr. Raymond Ford
Chairman
Department of English
Kutztown State College
Kutztown, Pa. 19530

Dear Doctors Marsh and Ford:

I am writing in response to your letter dated October 11, 1973 requesting a historical perspective on the development of standards for the preparation of teachers of Communication. I am especially pleased to be able to provide this information, because it affords me the opportunity to publicly acknowledge the foresight demonstrated by Kutztown State College through its decision to seek and receive approval for the first program in Pennsylvania approved under the new certificate.

In order to bring background information concerning the certificate into focus, I am addressing each of the points that you raised:

Rationale for Revision of Standards

The action by the Department of Education to make drastic revisions in its standards for the preparation of teachers in the Communication Arts was prompted by two different but related concerns. An analysis of typical English certification programs prior to 1970 revealed a major emphasis on literature, to the neglect of such other essential areas as speech, language and composition. A revision of standards for certification in English could correct the above mentioned imbalances; however, such revisions alone were not considered sufficient to meet needs of the many Pennsylvania secondary schools engaged in major change in their English curricula.

The distinguishing feature of these changed curricula was the adoption of non-graded elective courses in English, including the offering of between 25 and 60 different courses in such diverse areas as humanities,

filmmaking, semantics, ethnic literature, as well as courses in American, English and world literature. The transition to non-graded English programs had the effect of broadening English to include what had once been considered separate and distinct. Required were teachers whose preparation would include basic competencies essential for all teachers of English and training in a number of options for concentrated study, options relating to the needs of today's secondary school students and reflecting modern curricula trends.

The Communication certificate was viewed as a way to promote the development of programs which would be responsible to these concerns.

The Standards: Developed and Redefined

In January 1970, standards for a certificate in Communication Arts was promulgated. These standards, designed to replace those for certificates in English, Speech and Drama, were developed by the Department of Education through cooperative efforts of staff members from both Basic and Higher Education. They were distirbuted to all teacher preparing institutions in March 1970, and were followed by six regional meetings of college and school personnel during April and May 1970. Purpose of the meetings was to gather verbal and written reactions to the standards. In addition, many other written reactions from individuals and organizations were received. Results of these meetings were studied by staff members from Basic Education and a working paper which proposed revised standards was mailed to all those who had been in attendance at the regional meetings, along with a request that they respond in writing to the new proposal.

An ad hoc meeting was subsequently held in Harrisburg on January 11-12, 1971 to which individuals who had expressed strong negative or positive reaction to the working document were invited, as were college leaders, school leaders, leaders of professional groups and Department of Education personnel whose positions involved them in the outcome of the decisions to be made. The major outcome of this meeting was that revised standards, with the title of Communication, were developed. After minor amendments by Department of Education staff and approval by the appropriate bodies within the Department of Education, the Communication standards were issued in September 1971.

Reactions

The development of standards for this new certificate engendered strong reaction from many quarters which ran the gamut from the compromise of academic freedom to the fear of loss of identity by the individual disciplines. Certainly these reactions were experienced as strongly at Kutztown as at other institutions. It is to Kutztown's credit that the various departments which developed the Communication program were able to work together to create a program which was subsequently approved on June 24, 1971 as the first in the Commonwealth.

Kutztown's Contribution

This approval represented a significant milestone for both Kutztown State College and the Department of Education. For Kutztown, it was a distinct step forward in enabling the college to train teachers to more appropriately perform the breadth of functions required of them by hiring school districts. Kutztown's actions were of distinct assistance to the Department of Education in its attempt to promote this change of emphasis. While Kutztown was the first to receive program approval, an additional 25 institutions have since received it.

You may feel free to quote any of the information here provided. My best wishes for success in the competition for the Distinguished Achievement Award.

Sincerely,

Harold C. Wisor
Acting Chief
Division of Teacher Education
Bureau of Teacher Education
and Certification